**Some writing acronyms**

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| --- | --- | --- |
| **Acronym** | What types of writing tasks are your students expected to **understand** and **be** **able to do** in your subject? Eg paragraphs, essays etc | What acronym(s) do you currently use in your practice / dept to support students’ writing?  Pick one (or invent a new one) to trial with your department. |
| Sstatement  E explanation or elaboration  E example |  |  |
| Sstatement  E explanation or elaboration  E example  D diagram |
| Sstatement  E explanation or elaboration  X example |
| Sstatement  E explanation or elaboration  X example  Y your opinion |
| P main point  E explanation or elaboration  E example  L link |
| P main point  E explanation or elaboration  R relevance (How is this point  relevant to the overall theme or  title?) |
| P main point  E explanation or elaboration  E example  R personal response |
| T Topic sentence or thesis  statement (States the main  idea)  E Explain or expand (Give more  information about your idea)  X Example or evidence (Supports  the idea)  A Analyse or apply (Explain how  your example backs up/links to  the idea)  S Summarise (Links the paragraph  to the topic and to the overall  issue or question) |

**Example using SEE model – (Statement, Explanation, Example)**

Imitation is the repetition of a musical phrase shortly after its first appearance, usually in a different [voice](http://en.wikipedia.org/wiki/Part_%28music%29). The [intervals](http://en.wikipedia.org/wiki/Interval_%28music%29) and [rhythms](http://en.wikipedia.org/wiki/Rhythm) of an imitation may be exact or modified, and [phrases](http://en.wikipedia.org/wiki/Phrase) may begin with voices in imitation before they freely go their own ways. It was a key feature in the highly polyphonic compositions of the [Renaissance](http://en.wikipedia.org/wiki/Renaissance_music) and [Baroque](http://en.wikipedia.org/wiki/Baroque_music) [eras](http://en.wikipedia.org/wiki/Classical_music#History). An example of the effective use of imitation can be found in Handel’s Chorus ‘And the Glory of the Lord.’

TASK:

1. Pick a concept, idea, vocab etc you want students to understand
2. Map out your ideas
3. Choose an acronym that suits the types of writing you want your students to produce
4. Write a paragraph as an example to give to your students of ‘what’ or ‘how’ your acronym looks like in practice

### Spider diagrams

Come from:

Describe:

Players:

Types:

###### Actions

###### Drums

# Costumes

Female:

Rhythmss:

Male:

**Cook Island**

**Drum Dance**

Examples:

Traditional

**Reflective questions**

1. What is an acronym?
2. What are they used for?
3. Which ones do you use in your practice or department?
4. What are the writing requirements for your subject?
5. What types of writing tasks do you set for your students?
6. What are the writing demands for your subject?
7. How can acronyms support your students’ learning and ability to write?

**Possible Instructions for task**

* Go though the list of acronyms, discuss and select one that suits your subject
* Understand the components of the acronym, practice what it looks like in context
* If you have one already, then check for common understanding of model, support required, what you are going to do for next steps

### Spider diagrams – Have a Go!